

## **Louisiana Delta Community College (LDCC)**

Program Authorization: Constitution of 1974, Article 8, Sections 6 and 11; Acts 151 and 170 of 1998

### **Role, Scope and Mission**

The mission of Delta Community College will be to offer quality instruction and service to the residents of its eleven-parish area. This will be accomplished by the offering of course and programs that provide sound academic education, broad based vocational and career training, continuing education and various community and outreach services. The College will provide these programs in a challenging, wholesome, ethical and intellectually stimulating setting where students are encouraged to develop their academic, vocational and career skills to their highest potential in order to successfully complete in this rapidly changing and increasingly technology-based society.

The goal of Louisiana Delta Community College is: 1. To provide the educational opportunity in Delta Community College to earn academic credit for transfer to college and universities. 2. To provide quality developmental studies and remedial programs enabling students to acquire and improve basic skills.

## **OBJECTIVES AND PERFORMANCE INDICATORS**

Unless otherwise indicated, all objectives are to be accomplished during or by the end of FY 2002-2003. Performance indicators are made up of two parts: name and value. The indicator name describes what is being measured. The indicator value is the numeric value or level achieved within a given measurement period. For budgeting purposes, performance indicators are shown for the prior fiscal year, the current fiscal year, and alternative funding scenarios (continuation budget level and Executive Budget recommendation level) for the ensuing fiscal year of the budget document.

The objectives and performance indicators that appear below are associated with program funding in the Base Executive Budget for FY 2002-2003. Specific information on program funding is presented in the financial section.

DEPARTMENT ID: 19A - Louisiana Community and Technical College System Board of Supervisors  
 AGENCY ID: 19-647 Louisiana Delta Community College (LDCC)  
 PROGRAM ID: Louisiana Delta Community College

1. (KEY) To increase Fall headcount enrollment at LDCC by 2.0% from 260 to 265 by Fall 2002.

Strategic Link: Goal I, Objective 1 of the Strategic Plan for Fiscal Year 2001-2005

Louisiana: Vision 2020 Link: To involve every citizen in the process of lifelong learning

Children's Cabinet Link: Not applicable

Other Link(s): Master Plan for Public Postsecondary Education

Explanatory Note:

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage change for Fall headcount enrollment over Fall 2001 baseline year	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	2.0%	2.0%
K	Fall headcount enrollment	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	260 <sup>2</sup>	265	265
S	Change in Fall headcount enrollment over Fall 2001 baseline year	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	5	5

<sup>1</sup> This performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, it has no performance standard for FY 2000-2001 and FY 2001-2002. LDCC began operation on July 1, 2001.

<sup>2</sup> Although these performance indicators did not appear in Act 11 of 2000 and Act 12 of 2001; LDCC reports these are actual performance amounts for these performance indicators during FY 2001-2002.

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## 2. (KEY) To increase minority Fall headcount enrollment at LDCC by 2.0% from 132 to 135 by Fall 2002.

Strategic Link: Goal III, Objective 1 of the Strategic Plan for Fiscal Year 2001-2005

*Louisiana: Vision 2020* Link: To involve every citizen in the process of lifelong learning

Children's Cabinet Link: Not applicable

Other Link(s): Master Plan for Public Postsecondary Education

Explanatory Note:

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage change for minority Fall headcount enrollment over Fall 2001 baseline year	Not applicable <sup>1</sup>	Not applicable <sup>1</sup>	Not applicable <sup>1</sup>	Not applicable	2.0%	2.0%
K	Total minority Fall headcount enrollment	Not applicable <sup>1</sup>	Not applicable <sup>1</sup>	Not applicable <sup>1</sup>	132 <sup>2,3</sup>	135 <sup>3</sup>	135 <sup>3</sup>
S	Change in minority Fall headcount enrollment over Fall 2001 baseline year	Not applicable <sup>1</sup>	Not applicable <sup>1</sup>	Not applicable <sup>1</sup>	Not applicable	4	4

<sup>1</sup> This performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, it has no performance standard for FY 2000-2001 and FY 2001-2002. LDCC began operation on July 1, 2001.<sup>2</sup> Although these performance indicators did not appear in Act 11 of 2000 and Act 12 of 2001; LDCC reports these are actual performance amounts for these performance indicators during FY 2001-2002.

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3. (KEY) To have a retention rate of first-time, full-time entering freshman retained to the second year of 42% (baseline year Fall 2001) in Fall 2002.

Strategic Link: Goal II, Objective 1 of the Strategic Plan for Fiscal Year 2001-2005

Louisiana: Vision 2020 Link: Percentage of students who have graduated from a two-year technical or community college

Children's Cabinet Link: Not applicable

Other Link(s): Master Plan for Public Postsecondary Education

Explanatory Note:

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Retention rate first-time, full-time entering freshman to second year	Not applicable	Not applicable	Not applicable	Not applicable	42% <sup>2</sup>	42%
K	Number of first-time, full-time freshman retained to the second year	Not applicable	Not applicable	Not applicable	Not applicable	14 <sup>2</sup>	14

<sup>1</sup> This performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, it has no performance standard for FY 2000-2001 and FY 2001-2002. LDCC began operation on July 1, 2001.

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4. (KEY) To complete 50% of the requirements to apply for SACS accreditation candidacy.

Strategic Link: Goal I, Objective 2 of the Strategic Plan for Fiscal Year 2001-2005

Louisiana: Vision 2020 Link: To improve the efficiency and accountability of governmental agencies

Children's Cabinet Link: Not applicable

Other Link(s): Master Plan for Public Postsecondary Education

Explanatory Note:

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage of accreditation requirements complete for SACS accreditation candidacy	Not applicable <sup>1</sup>	Not applicable	Not applicable	20.0% <sup>2</sup>	50.0%	50.0%

<sup>1</sup> This performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, it has no performance standard for FY 2000-2001 and FY 2001-2002. LDCC began operation on July 1, 2001.

<sup>2</sup> Although these performance indicators did not appear in Act 11 of 2000 and Act 12 of 2001, LDCC reports these as projected performance amounts for these performance indicators during FY 2001-2002.

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Explanatory Note: Unless otherwise indicated, the Board of Regents provided the general performance information (GPI), endnotes and source documentation. Because data related to higher education changes frequently during an academic year, this table is accompanied by source citations as well as run dates. Occasionally figures provided by the Board of Regents differs from those cited by individual institutions. This difference is generally related to variations in calculation methodology. However, the Board of Regents, management boards and institutions are addressing this issue.

GENERAL PERFORMANCE INFORMATION: LOUISIANA DELTA COMMUNITY COLLEGE		
PERFORMANCE INDICATOR		ACTUAL FY 2001-02
SREB Category	<sup>1</sup>	Two Year I
Admissions Criteria	<sup>2</sup>	No
Student headcount	<sup>3</sup>	260
Student full time equivalent (FTE)	<sup>4</sup>	Not available <sup>i</sup>
Degrees/award conferred	<sup>5</sup>	Not available <sup>i</sup>
State dollars per FTE	<sup>6</sup>	Not available <sup>i</sup>
Percentage of SREB benchmark	<sup>7</sup>	Not available <sup>i</sup>
Undergraduate mandatory attendance fees (resident)	<sup>8a</sup>	1,390
Percentage of SREB benchmark (resident)	<sup>8b</sup>	Not available <sup>i</sup>
Undergraduate mandatory attendance fees (nonresident)	<sup>9a</sup>	2,740
Percentage of SREB benchmark (nonresident)	<sup>9b</sup>	Not available <sup>i</sup>
Mean ACT score	<sup>10</sup>	Not available <sup>i</sup>
Retention of first-time freshman from previous fall (Campus level)	<sup>11</sup>	Not available
Retention of first-time freshman from previous fall (Public post-secondary system level)	<sup>12</sup>	Not available
Program Accreditation Rate	<sup>13</sup>	Not applicable
Three/six year graduation rate	<sup>14</sup>	Not applicable
10 year graduation rate	<sup>15</sup>	Not applicable
Number of Distance Learning Courses	<sup>16</sup>	0
Number of TOPS recipients	<sup>17</sup>	0
ACT Level of Student Satisfaction	<sup>18</sup>	Not available <sup>i</sup>

The SREB system for categorizing postsecondary education institutions is designed for use in making statistical comparisons among states and is based on a number of factors relevant to determining resource requirements. Differences in institutional size (numbers of degrees), role (types of degrees), breadth of program offerings (number of program areas in which degrees are granted), and comprehensiveness (distribution of degrees across program areas) are the factors upon which institutions are classified. Institutions are assigned to categories for a report year using the previous academic year's data on program completions. To keep the statistical comparison groups relatively stable over time and to assure that institutions change categories only when their measures on a criterion are relatively stable, institutions change categories when they meet the criterion for another category for the third consecutive time.

Two Year 1 - Institutions awarding associate degrees and offering college transfer courses; some certificates and diplomas may also be awarded.

As used in this document, admissions criteria (yes/no) denote whether the institution has any required criteria for admissions other than high school graduate or GED. Examples of admissions criteria would include a minimum standardized test score (ACT/SAT), a minimum high school grade point average, the successful completion of a prescribed set of high school courses, and ranking in the graduation class.

Student headcount is a national standard used throughout postsecondary education. Typically, as in Louisiana, it reflects the enrollment as of the 14th class day (nine for institutions utilizing the quarter system) in the fall term (semester/quarter).

Student full-time equivalent (FTE) is normally defined for a state or a region. In the Southern region, SREB re-defined how an FTE student is calculated in 1996. Currently, an FTE student is defined as 30 student credit hours earned during an academic year at the undergraduate level or 24 hours at the graduate level.

Degrees awarded/conferred refers to formal degrees and other awards (certificates/diplomas) conferred during an academic year. As defined by the Federal Government, the time frame covered in any cycle includes degrees/awards conferred between July 1st of one year and June 30th of the next.

State dollars per FTE refers to the amount of money appropriated divided by the number of FTE students enrolled. The state dollars per FTE for Louisiana's institutions do not include certain non-formula items on formula campuses and do not include federal compliance funds. The data include library and scientific equipment funds for FY1997-98 through 2000-01.

Percentage of SREB benchmark refers to how the Louisiana institution compares with the average for that category of institution throughout the SREB region.

Undergraduate mandatory attendance fees refers to the amount of tuition and fees that an undergraduate must pay to attend that institution as an undergraduate student enrolled full-time, regardless of major. Particular degree programs may require additional fees. These are not included.

Percentage of SREB benchmark refers to how the Louisiana institution compares with the average for that category of institution throughout the SREB region.

Percentage of SREB benchmark refers to how the Louisiana institution compares with the average mandatory attendance fees for that category of institution throughout the SREB region.

Mean ACT score refers to the mean composite ACT score for first-time enrolled freshmen at that institution. It does not include scores of individuals who had their scores reported to the institution but

Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll at that same campus in the subsequent fall.

Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll anywhere in Louisiana's public postsecondary education system (same or other institution) in the subsequent fall. (Does not include LTC)

The Board of Regents revised the definition of program accreditation rate in 1999. Considering the increased cost of seeking/maintaining program accreditation and the onerous requirements of some accrediting agencies, the Board of Regents and the Council of Chief Academic Officers initiated a yearlong process of examining the appropriateness and importance of program accreditation in those disciplines that offer accreditation. The process resulted in categorizing programs which can gain accreditation into three categories; mandatory, recommended and optional. The percentages reported in this document refer to those programs that appear in the category "mandatory". No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1999, leaving previous years' data inappropriate and misleading.

The three/six-year graduation rate refers to the federal protocol for reporting graduation rates. These rates base students graduating in 150% of "normal" time, thus three years for those enrolled in associate degree programs and six years for those in bachelor's degree programs. The graduation rate reported includes only those students who earned a degree from the campus in which they originally enrolled and does not include any transfer student who graduated. No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1997, leaving previous years' data inappropriate and misleading.

The ten-year graduation rate refers to a rate which the Board of Regents calculates using data from its Statewide Student Profile System and Completers System. Board of Regents' research indicates that the poverty rate (requiring most students to hold employment while in college), coupled with the educational attainment of the parents and need for developmental education, extends the time necessary to earn a degree. Additionally, the Board of Regents (as well as most states) believe that not including transfers who completed degree programs misrepresents the true graduation rates for the institutions and the state. Thus, the ten-year rate is a better measure of what actually occurs because it allows for the demographics of Louisiana and allows students who transfer within the state system to be included in the rate.

Electronic learning (distance learning) refers to technology-mediated instruction for students located at a site or sites remote from the instructor. Electronic learning includes both synchronous (real-time) and asynchronous (time-delayed) activities. The number of distance learning courses includes all courses offered through electronic delivery systems. These would include but not be limited to the use of compressed video, satellite, Internet, videocassette, and audiographics. Each course counts once, regardless of how many sites receive the course. The number reflects the courses that were offered during the fall term. No data collected in the years marked "Not Available".



The Office of Student Financial Assistance provided data on the number of TOP recipients to the Board of Regents. No data are reported in the years marked "Not Applicable" because TOPS was implemented in 1997.

An annual student satisfaction survey of currently enrolled students (using the ACT Student Opinion Survey instrument) is coordinated through the Board of Regents. Each 2-year and 4-year institution participates. The baseline for the survey was FY 99-00, therefore no data are available for the years marked "Not Applicable". Students rate "their college in general" on a five (5)-point satisfaction scale.

Data available by June 30, 2002.